

Course Outline

Course Code & Title: EDUC-2092 ADVANCED INSTRUCTIONAL METHODS		
Department: Teacher Education		Program: CAE and TECVC
Credit Hours: 3		Term: 2015SP
Delivery Method: <input checked="" type="checkbox"/> On-site <input type="checkbox"/> On-line <input type="checkbox"/> eTV/Studio		

Course Description:

The focus of this course is on differentiating instructional strategies and techniques that respond to the diverse learning styles and needs of learners. The theoretical foundation and practical application of student-centered teaching strategies will be explored and critically assessed within the context of sound curriculum design, principles and processes. The overall focus is the application of newly learned information to the classroom.

Academic Requisites:

EDUC-1090 Introduction to Education

EDUC-1091 Instructional Methods

Student Commitments and Contact Times:

- This course is scheduled over a 2-week period.
 - **Monday-Friday 8:30 AM - 12:00 PM**
 - **June 1-12, 2015**
 - **Room F203 Red River College – Notre Dame Campus**

Students are required to attend all scheduled class time. Class discussions and activities often account for a significant part of student assessment, thus these experiences cannot be replicated by a “take-home” or “make up” assignment. In addition to regular class time students should expect to spend some time outside of each class reading and preparing written/practical assignments.

Class Requirements and Attendance:

RRC is an applied learning institution and it is important to attend classes/participate regularly to achieve success. For all on-site courses - you will be required to attend a minimum of 85% of scheduled classes to successfully meet course requirements. Any student's attendance that falls below 85% will be required to meet with the program chair or designate and may be required to withdraw from the course. Missing 3 or more consecutive classes without notification will require the presentation of a physician's note or other suitable

documentation. **Five day (one week), two week (1/2 days) or 3 weekend intensive format courses require 100% attendance.**

Online learning environments – you are expected to spend sufficient time working with the course materials to fully participate and address **all** scheduled course activities. You will be expected to participate in all scheduled synchronous activities throughout the course.

Experience has shown that students who miss several class sessions have greater difficulty in satisfactorily completing course requirements than those who attend on a regular basis. Students that regularly miss class time without a reasonable explanation may be subject to withdrawal from the course.

Instructors have the responsibility to ensure that academic honesty is maintained in their academic activities. **Students assume full responsibility for the content and integrity of the coursework submitted.**

Students who submit written work that is deemed to be below acceptable standards for a professional program may be advised to seek additional support to improve specific skills.

Student Accommodation

If you are a student with a disability and require reasonable accommodations, you are encouraged to discuss this privately with your instructor to facilitate greater understanding of your learning needs. To receive accommodations, you also must connect with Counselling and Accessibility Services who will assist in developing and implementing your accommodation plan. You can contact Counselling and Accessibility Services in person at NDC (D102) or EDC (P210) or by filling out the online intake form which can be found on our website at: <http://www.rrc.mb.ca/index.php?pid=706>. For further information about RRC's accommodation process, see the Handbook for Students with Disabilities at: <http://www.rrc.mb.ca/files/file/disabilities/handbook.pdf>

Instructor Information

Instructor	Eva Brown
Email:	ebrownorama@gmail.com or ebrown38@rrc.ca
Office phone:	204-632-2110
Office hours:	by appointment

Student Readiness

Technology & Equipment Readiness:

Various computer labs are located throughout both the Notre Dame and Princess Street Campuses. Labs are available for general use when not scheduled for class use. Schedules are usually posted on the lab door. Labs may be accessed after hours using your student card. If you require the use of specific computer programs, please consult your instructor for appropriate lab locations. Food and drinks are not permitted in any of the computer labs. Your instructor will advise you of the rules and regulations regarding proper lab conduct, or you may refer to Policy A20 –Acceptable Use of Computer Facilities

<input checked="" type="checkbox"/> Computer	<ul style="list-style-type: none"> Computer and Internet access. A Google account and a Wikispaces account are required for this course.
<input checked="" type="checkbox"/> Software	<ul style="list-style-type: none"> Adobe Reader Adobe Flash Player Java software media player of your choice
<input checked="" type="checkbox"/> Internet	<ul style="list-style-type: none"> high-speed connection Google Chrome, Mozilla Firefox or Internet Explorer If using IE 8.0, check off “compatibility view” in browser tools

Textbook(s): none

Student Learning

Learning Outcomes:

By the end of this course of study, you should be able to:

1. Compare and contrast several theories related to how individuals learn including but not limited to: transformative learning, expansive learning, constructivism, multiple intelligences, learning styles, multicultural education, metacognition and pragmatism.
2. Develop and deliver one or more presentations related to student-centered approaches.
3. Analyze and evaluate the critical elements and effectiveness of student-centered approaches.
4. Develop a comprehensive instructional management plan.
5. Display professional attitudes and practices.

Instructional Topics and Activities & Assignments

Course website link in LEARN

Topics—see course Wiki http://rrcadvancedmethods.wikispaces.com/	Assignments & Evaluation
<ul style="list-style-type: none"> ✓ Organizing Learning ✓ Lesson Planning ✓ Cooperative Learning ✓ Managing the Classroom Environment ✓ Multi Methodologies ✓ Higher level thinking ✓ Generational Impacts on learning ✓ Self-assessment 	<p>See course website – http://rrcadvancedmethods.wikispaces.com/</p>

Instructional Schedule: see course Wiki
<http://rrcadvancedmethods.wikispaces.com/>

Important Dates:

The following dates are subject to change based on the needs of the students at the instructor's discretion. Students will be notified ahead of time of any changes.

See the course website - <http://rrcadvancedmethods.wikispaces.com/>

Assessment and Evaluation:

Assessment	Weight
Presentations	45
Assignments	45
Professionalism (<i>see course specific policies</i>)	10
Total:	100%

Minimum performance requirement for this course:

All course work must be completed and a minimum grade of 'C' attained to receive credit for this course.

EDUC-1090, EDUC-1091 and EDUC-2092 required a minimum grade of 'B' to gain credit.

Minimum performance requirements for this program

You must maintain a minimum GPA of 2.0 at the end of each term to progress in all Teacher Education Programs.

Letter Grade Distribution:

A+	4.5	90 to 100%
B+	3.5	75 to 79%
C+	2.5	65 to 69%
D	1.0	50 to 59%

A	4.0	80 to 89%
B	3.0	70 to 74%
C	2.0	60 to 64%
F	0.0	0 - 49%

Recognition of Prior Learning (RPL):

RPL (also known as PLAR – Prior Learning Assessment and Recognition) is a process in which individuals have the opportunity to obtain credit for college level knowledge and skills gained outside the classroom and/or through other educational programs. It is a process which documents and compares an individual's prior learning gained from prior education, work and life experiences and personal study to the learning outcomes in College courses/programs. For more information about RPL at Red River College, refer to the RPL website at: <http://www.rrc.mb.ca/index.php?pid=404>.

For general information and assistance with RPL, contact Red River College's RPL Advisor at 204.632.3094.

Course Equivalencies:

Contact the Teacher Education, Academic Coordinator if you have a credit in an equivalent course from a recognized post-secondary institution to discuss the possibility of credit transfer. Minimum grade of "C" required for credit transfer.

Program Policies:

As a student in the Teacher Education Program (Part-time Technical Vocational & CAE) you must maintain a minimum of a “B” grade each of the following courses to progress to the next; **Introduction to Education EDUC-1090, Instructional Methods EDUC-1091 and Advanced Instructional Methods EDUC-2092.**

Part-time Technical Vocational students (only) – A minimum of a “B” grade is required progress to the associated practicum component. You will be allowed a maximum of **two** attempts (including voluntary or involuntary withdrawals) at any of the methods courses and/or the associated practicum weeks including the practicum blocks PRAC-3002. Failure to successfully complete a second attempt of a methods course or practicum weeks will result in removal from the Teacher Education program.

Progression Requirements

Individual course outlines will identify progression requirements for the specific subject areas. Should a student’s grade point average fall below 2.0 in any term, they will be placed on academic probation and be required to meet with the Teacher Education Program Chair or designate to determine an appropriate plan of action.

If a student’s GPA does not improve after appropriate actions have taken place, the student will be required to formally withdraw from the program.

Course Withdrawals (on-site, on-line or eTV/studio: 8 - week course)

You may withdraw from a course at any time. However, in order to have your course grade reflect a voluntary withdrawal, you will have to complete a course withdrawal application and submit it to student services at least 3 weeks prior to the last day of the term of study.

Course Withdrawals (3 - weekend)

You may withdraw from a course at any time. However, in order to have your course grade reflect this you will have to complete a course withdrawal application and submit it to student services before the final weekend of the course.

Course Withdrawals (1 week or 2 week half days)

You may withdraw from a course at any time. However, in order to have your course grade reflect this you will have to complete a course withdrawal application and submit it to student services before the 3rd day of the class.

Program Withdrawals

You may withdraw at any time during your program of study by completing a program withdrawal application. This form must be signed by the Teacher Education Department Chair or designate. It is advisable that you speak with the academic coordinator prior to making this decision to discuss options that may be available to you.

Course Policies

General Academic Policies:

It is the student's responsibility to be familiar with and adhere to the Red River College (RRC) Academic Policies and Procedures. These Policies and Procedures can be found on the RRC website in the Student section at <http://www.rrc.mb.ca/policies/policies.htm>.

Discrimination and Harassment:

Members of College Community are entitled to work and learn free of discrimination and harassment. The College must ensure, so far as is reasonably practicable, that no member of the College Community is subjected to discrimination or harassment in the Workplace or Learning Environment. To view the complete policy click on the link below:

<http://www.rrc.ca/files/file/policies/new/H1DiscriminationandHarassment.pdf>

Academic Integrity:

For any assignment, test, or exam, the copying of answers or files from another student, the providing of answers or files to another student, or the copying and pasting of information directly from the Internet without proper reference, is a violation of academic integrity and may lead to disciplinary measures. To view the complete policy click on the link below:

<http://www.rrc.ca/files/File/policies/new/S4%20Academic%20Integrity.pdf>

Course-Specific Policies:

Professionalism - The criteria used to assess professionalism in this course, is based on RRC's **Student Rights and Responsibilities** policy. To view the complete policy click on the link below:

<http://www.rrc.ca/files/File/policies/new/S1%20Student%20Code.pdf>

Students are expected to **consistently demonstrate all of the behaviours** outlined below.

- ✓ Attend class and is punctual (online, engaged and regularly participates in online courses)
- ✓ Complete assignments as outlined and on time
- ✓ Participate actively and respectfully in class discussions
- ✓ Contribute positively to group and class dynamics through actions and words
- ✓ Take responsibility for actions and words that negatively affect the learning environment
- ✓ Be open to and supportive of the thoughts, opinions and contributions of others in a group
- ✓ Incorporate feedback from peers and instructors
- ✓ Seek out necessary information or guidance from appropriate resources regarding knowledge, process and the incorporation of feedback
- ✓ Interact professionally with colleagues and instructors
- ✓ Address challenges that may interfere with the ability to fulfill any or all student responsibilities with the appropriate people in a timely manner

Students whose behaviour negatively affects the learning environment will subject to removal from the course or the program.

See policy A9 Professional Suitability

<http://www.rrc.ca/files/file/policies/new/A9ProfessionalSuitability.pdf>

- Late assignments without an explanation will result in a 5% per day reduction in the final grade for every day that the assignment is late. Assignments that are more than 5 days late without an explanation will receive a mark of "0" but are still required to be completed in order to receive credit for this course. Make sure you check the instructional schedule for the due dates.

- All course work must be completed **to the satisfaction of the instructor** to attain a final mark in the course.

Date Revised: May 27, 2015

Authorization

This course is authorized for use by:



Chair, Teacher Education

May 27, 2015
Date

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